

Assessment and Feedback Policy



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Assessment and Feedback Policy

Introduction

Assessment, recording and reporting of young people's progress are essential to ensure that they all make the best possible progress through studying an appropriately personalised curriculum. Assessment, recording and reporting are central to informing curriculum planning for each young person and to ensuring that teaching and learning approaches build on young people's strengths and abilities and reduce any barriers to learning that they may experience.

This policy accepts that Underley Garden must actively seek to meet all statutory obligations regarding assessment, recording and reporting. In addition, a variety of assessment tools are used to ensure that the needs of individual young people are understood and planned for.

Available technologies are used for assessment, monitoring, recording and reporting. This helps to make these processes efficient and allows information to be accessed, stored, used, compared and transferred where appropriate. Various curriculum documents should be read in conjunction with this policy, as assessment, recording and reporting is integral to many parts of school life.

As a school, we have a diverse number of young people and, as outlined in our Curriculum Policy, we have created Pathways which outline the different curriculums that our young people follow according to their needs. Below we have outlined how we assess the different curriculums and the resources we use, as well as the process we undertake to ensure teachers are tracking pupils' progress and that they are challenged at an appropriate rate for their individual learning journeys.

Assessing the National Curriculum

If our young people are following the Daisy or Sunflower pathway, they have elements of the National Curriculum within their journey. We track young people's progress using the National Curriculum Framework in England. This covers a wide range of subjects and uses the 'Not met, Beginning, Emerging, Secure' terminology to demonstrate the depth and breadth of knowledge and understanding.

For each class and young person, we ensure their curriculum is achievable; at times this means removing/ adapting some targets of the National Curriculum using the 'Not applicable' assessment. Doing this means all young people are able to access a curriculum that meets their needs.

The prior attainment, abilities and needs of our young people sometimes require us to bring together groups from different years and to find a best fit for their curriculum from across the pathways.

The Evidence for Learning platform offers learners, parents, carers, school staff, Local Authorities and Governors a clear picture of the skills, knowledge and understanding that are essential for progress and development, which can be tailored to the individual needs.

Expected progress is considered in relation to each young person's starting point, needs, curriculum pathway and agreed aspirations. We recognise that some young people may make smaller steps of progress than the national average, and we use assessment and multidisciplinary evidence to review progress and plan appropriate next steps.

Where a young person's progress appears to plateau, this will be reviewed by the multidisciplinary team. The team will consider assessment information and evidence alongside the young person's needs and circumstances and agree appropriate next steps.

Links to Curriculum Policy

While Independent School Standards do not require National Curriculum coverage, our school is committed to covering the National Curriculum and its programmes of study wherever possible. This commitment must however be consistent with any Education Health Care Plan for any young person, which may well prioritise particular subjects or key areas of learning.

We face several challenges around the curriculum and ensuring that the young people are placed in the best class to meet their needs. These include;

1. Many of our young people have missed significant amounts of their education and may well have missed important curriculum elements.
2. Our young people often need to be grouped with reference to their needs, rather than on their chronological age.

For both these reasons, we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each young person and for the group.

Areas of responsibility

Class teachers are responsible for:

- Assessing young people and referring to assessments completed by therapists and psychologists
- Using these assessment results to set and review appropriate learning targets for the young people in their class
- Maintaining the young people's assessment records
- Coordinating the compilation of the termly report when requested
- Providing the relevant data to inform the EHCP reviews.

Subject Leaders are responsible for:

- Monitoring and evaluating teaching, learning and assessment practices within their subject
- Attending where possible subject moderation meetings
- Monitoring and evaluating young people's progress and performance within the key stages
- Ensuring all young person's data is reviewed and supported.

The senior leadership team and subject leads are responsible for Curriculum and Assessment aims to ensure that the Assessment, Monitoring, Recording and Reporting policy is comprehensive, coherent, integrated and adhered to throughout the school.

Purpose

- To establish a coherent approach to assessment across Underley Garden.
- To provide clear guidelines on the school's approach to assessment.
- To provide a system which is clear to young people, staff and stakeholders.

Aims

- To establish (baseline) young people's knowledge, skills and understanding upon intake, including strengths and areas of difficulty
- To inform teacher's planning and teaching approaches to ensure that the needs of individual young people are met
- To regularly monitor the knowledge, skills and understanding of individual young people
- To implement effective systems for recording assessment data
- To ensure the young people are being offered the correct pathway for their needs
- To appropriately report achievement and progress to young people, parents/ carers and local authority officers
- To evaluate performance against individual, cohort and whole school targets.

How Assessment, Recording and Reporting works at Underley Garden

Throughout a young person's journey at Underley Garden they will experience Formative, Summative and Diagnostic assessment (*see appendix 1 for further assessment styles information*). These ongoing assessments will be influenced by:

- Policy
- Individual need
- Joint working with Local Authorities and parents

The common 'Formal' assessment tools used are (National Curriculum):

Assessment tool	Outcome
✓ Evidence for Learning Teacher assessment	✓ National Curriculum Subjects ✓ Personalised Learning Targets
✓ STAR Assessments	

Assessment for Personalised Learning intentions:

Quantitative assessment is collated using MAPP (Mapping and Assessing Personal Progress). MAPP is a suite of materials developed by The Dales School (a special school for children with severe and complex learning needs) to facilitate assessment and recording of progress in relation to personal learning intentions.

Progress toward learning intentions will be monitored and assessed using the Continuum of Skills development (CSD). This assesses for 4 aspects of skill development on a 10 point scale, per aspect.

- Prompting- Increasing independence
- Fluency- Combining speed and accuracy
- Maintenance- becoming more consistent over time
- Generalisation- performing in different settings with different people

Assessment for personalised learning intentions should be ongoing and dynamic, and learning intentions should be monitored and tracked intensively. Evidence to support learning and judgements made on the CSD should be backed up, with a combination observations and photographic evidence, video evidence uploaded to SeeSaw (our on line platform for sharing information with parents), and continual recording and reporting using Evidence for Learning.

Marking Codes for Work and Witnessed Evidence	
I – worked independently	1 – not achieved/ no attempt
PP – physically prompted by an adult	2 –emerging
VP – verbally prompted by an adult	3 – achieved
VS – a visual prompt used	4 – mastered /confident
G – gestured	5 – generalized
M – modelled	

The CSD should be updated on a frequent basis to record accurate levels of progress. This can then be used to generate a progress judgement across the learning intention or curriculum area as a whole, and this information will be used in reports, to review progress and to develop and re-focus learning intentions.

Learning intentions and progress towards them will be considered during EHCP review meeting, and used to inform considering outcomes and aspirations for the young person.

Marking and Feedback

Marking and feedback are an essential part of the teaching and learning process, supporting pupil progress and outcomes. When used effectively, marking and feedback give young people a clear understanding of what they have achieved, what they need to develop and the strategies they can use to improve.

At Underley Garden, feedback should be timely, purposeful and embedded within teaching and learning. Wherever possible, feedback should involve the pupil directly and should be specific to the learning intention or success criteria. It should identify strengths and appropriate next steps, enabling pupils to understand how they can move their learning forward. Feedback should be proportionate to the learning need and should promote a positive learning culture, including resilience, independence, accuracy and a growth mindset.

Teachers and teaching assistants should promote children’s self- and peer-assessment as part of engaging pupils in their own learning and developing their ability to self-scaffold. Teachers will check understanding when marking in the moment and adapt their teaching where needed. All staff will note errors made by many pupils and use them to inform future planning. Teachers and teaching assistants will distinguish between mistakes and errors. An error occurs when answering a question that a pupil has not yet mastered and requires intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child. Generic praise comments should not be given, e.g. ‘good work’ or ‘excellent’;

instead, identify why praise should be given. Where marking is written it should be completed in a colour other than black.

Marking	Purpose
Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. Differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a pupil is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should explicitly taught to enable children to identify their own mistakes and correct accordingly

Learners with personalised learning intentions will have regular observation and feedback with a specific focus on their EHCP outcomes. Feedback on skill development should support target setting and allow learning intentions to be changed when appropriate. The marking codes relating to personalised learning intentions use structured coding and numeral systems to allow qualitative and quantitative data to be collected.

All Pathways	
Personalised Learning Intentions	All evidence should have the following comments on; What went well; Next steps; Alongside the following codes; I – worked independently PP – physically prompted by an adult VP – verbally prompted by an adult VS – a visual prompt used G – gestured M – modelled 1 – not achieved/ no attempt 2 –emerging 3 – achieved 4 – mastered /confident 5 – generalized

Sunflower and Daisy Pathways	
Mathematics	• All pupil calculations are to be marked with a greater emphasis on effective 'In the Moment' marking and opportunities for self-marking across lessons. • Where an answer is incorrect, this will be marked with a *, pupils must be given time to find the mistakes in their calculation and correct this themselves. Incorrect calculations should be corrected at the bottom or the side of a piece of work rather than rubbing out the original calculation • Where a pupil has made several mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review • Where pupils have no errors, they should be asked to complete a next step in order to deepen understanding, when appropriate, that will be given verbally and may be displayed on the interactive whiteboard. • The pupils will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified • The pupils will be given opportunities, when and where appropriate, to use a calculator to check their calculations. • DIRT is embedded in lessons and pupils are given frequent opportunities to respond
English	• Selected key pieces of work which demonstrate the key skills and/or knowledge will be marked in detail, using the teacher's professional judgement. • Verbal feedback is given through questioning methods, one-to-one conversations, prompting deeper understanding and addressing misconceptions • All feedback will lead to pupils engaging in DIRT to improve their work or go over misconceptions. • DIRT is embedded in lessons and pupils are given frequent opportunities to respond • Self and peer assessment and feedback should be encouraged. • Grammar, punctuation and spelling will be addressed on an individual basis for each pupil, using the teachers professional judgement • Where a pupil has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review
All other subjects	• Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children understanding during the learning. • Opportunities for self-marking across lessons should be given. • Selected key pieces of work which demonstrate the key skills and/or knowledge will be marked in detail, using the teacher's professional judgement. • In PE feedback to children will be verbal and criteria assessed next to learning outcomes by whoever is leading the pupils PE sessions to inform future planning and assess levels of attainment. • Feedback in art and design will be verbal and criteria assessed next to learning outcomes by whoever is leading the children's art sessions to inform future planning and assess levels of attainment. Post it notes can be used when to provide feedback that can't be put with the child's work • DIRT is embedded in lessons and pupils are given frequent opportunities to respond • All feedback will lead to pupils engaging in DIRT to improve their work or go over misconceptions.

DIRT: Dedicated Improvement and Reflection Time

Time may be provided for pupils to edit, reflect on and improve their own work where this is likely to strengthen learning. The frequency and format of this activity will vary according to the needs of each class and individual pupils and will be determined by the class teacher. Teachers will support pupils to develop independence, self-scaffolding and ownership of their learning, providing an appropriate level of support where required.

DIRT is not a separate requirement for every lesson or piece of work. It should be used purposefully when reflection, correction or improvement is likely to strengthen learning. This lesson/period of time may be used in a variety of ways, for example:

This lesson/period of time can be used in a variety of ways:-

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer.
- The children can work independently or with a partner to edit and improve their own or the work of their peer.
- It is important that when pupils are asked to edit and improve their work they read their work aloud. The children read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there any obvious mistakes

Presentation standards and skills should be explicitly taught and modelled by the teacher, e.g. ruling lines, underlining headings, labelling diagrams and layout. Pupils should not be marked against these, but they should be encouraged so that their work is clear and readable.

- **PROUD** must be keenly promoted by teachers and reflected in pupils' work.

P write in pen/pencil – black ink
R use a ruler for straight lines
O oops! Draw a neat line through mistakes
U underline the title and date
D draw in pencil

Monitoring and Evaluation

There is a termly Assessment, Recording and Reporting cycle. Within this cycle the following monitoring and evaluation occurs –

- Lesson Observations
- Learning Walks with key focuses
- Levelled and marked work uploaded on to Evidence for Learning.
- Assessment week, assessing knowledge learnt during the half term.
- End of term subject reports and assessment data checked by the Senior Leadership Team.

- Assessment data included in annual review checked by Subject Leads and Assistant Head teacher's.
- Moderation carried out by Senior Leadership Team to ensure teachers are making accurate judgements.
- Collation of moderated work and feedback given to teachers in order to support.
- Data and Assessment collation made by Subject Leads in order to action any concerns and inform future assessment and planning.
- Monitoring will be proportionate and will normally use existing evidence. Senior leaders will avoid unnecessary duplication of lesson observations, work scrutiny or separate uploads for monitoring purposes.

Monitoring and Evaluation Cycle

<u>Bluebell</u>	<u>Daisy</u>	<u>Sunflower</u>	<u>Tulip</u>	<u>Buttercup</u>
Termly Planning	Termly Planning	Termly Planning	Termly Planning	Termly Planning
Internal Verification	Internal Verification	Internal Verification	Internal Verification	Internal Verification
	Assessment in line with Evidence for Learning (NC)	Assessment in line with Evidence for Learning (NC)		
Assessment in line with personalised learning intentions	Monitoring of evidence in line with personalised learning intentions	Monitoring of evidence in line with personalised learning intentions	Assessment in line with personalised learning intentions	Assessment in line with personalised learning intentions
Internal Verification	Internal Verification	Internal Verification	Internal Verification	Internal Verification
	<i>External Verification where appropriate</i>	External Verification	<i>External Verification where appropriate</i>	

KS1,2 & 3	KS4	Post 16
Termly Planning	Termly Planning	Planning – Share and Standardise
Internal Verification	Internal Verification	Internal Verification
Content Delivery	Content Delivery	Content Delivery
Assessment in line with national curriculum targets if appropriate and personalised learning intentions	Assessment in line with national curriculum targets if appropriate and personalised learning intentions	Assessment in line with Open Awards Criteria or if appropriate personalised learning intentions

Standardise Using PLI & NC descriptors	Standardise Using AQA/OCR and TQUK Entry/Functional Skills criteria	Standardise Using Open Awards Criteria
Internal Verification		Internal Verification
	External Verification	External Verification of whole process

* Personalised Learning Assessment (Continuum of skill development) - see Appendix Three

Monitoring and evaluation in terms of external verification of assessment activities also occurs through the accreditation systems set out by Awarding bodies including Open Awards, AQA, OCR and TQUK.

(See appendix 3 for specific Assessment, Recoding & Reporting cycle with responsibility identified).

Appendices

Appendix 1: Introduction to Assessment

Appendix 2: The Assessment, Recording & Reporting Cycle

Appendix 3: Personalised Learning Assessment (Continuum of skill development)

Appendix 1:

Introduction to assessment

There are two parts to assessment:

- *Assessment Of Learning* which is used to make judgments about attainment, it finds out what the young people know.
- *Assessment For Learning* finds out what the young people know/rate of progress and uses this to inform planning of their 'next steps'.

Styles of Assessment:

- A *formal assessment* is based on the results of standardised tests or other exams/tests that are administered often under regulated or controlled test-taking conditions. In the process of a formal assessment, data is collected on young people performance on the test or tests to determine the level of academic achievement or various other characteristics under analysis.
- An *informal assessment* is a method of measuring an individual's performance by casually watching their behaviour or using other informal techniques i.e. questioning during starter and plenary activities. Informal assessments are different from formal assessments such as standardised tests or graded formal presentations because the graded individual is less aware of the assessment in progress.

Types of assessment

- *Summative* is Assessment Of Learning and tends to use *formal* assessment methods. It is used mainly to measure performance and clearly identifies a standard of young people attainment. It is carried out at the end of a period of learning.
 - External Examinations
 - Internal School/College Examinations
 - End of Topic/Unit Tests or tasks
 - End of Term Teacher assessments
- *Formative* is Assessment For Learning and is ongoing, providing evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.
 - Class work
 - Home work
 - Questioning
 - Oral Discussion
 - Presentation
 - Short Recall Test
 - Practical Project
 - Research
- **DIAGNOSTIC** is both Assessment For Learning & Assessment of Learning and is a *Formal* assessment method. These can be one off tests or can be used as a Summative form of assessment. They identify areas of need for specific intervention.
 - Specific therapeutic assessments administered by Psychologist, SALT, OT etc
- **SELF ASSESSMENT** is Assessment For Learning. It encourages young peoples to take responsibility for their own learning by: Evaluating their own achievement against shared learning outcomes; Identifying their own strengths and areas for improvement; Encouraging individual learning goals and action plans for future progression; Fostering a self-reflective learning culture; Encouraging independence in learning

Examples

- Lesson Plenary sessions
- Progress File

This policy will be reviewed annually

Appendix 2:

UG Assessment, Recording & Reporting cycle

Overview

Sunflower and Daisy	Tulip	Buttercup	Bluebell
Upon entry various formal assessments may include: • Phonics tests • National Curriculum assessments • Speech & Language assessment & advice • Occupational Therapy assessment & advice • Base lining of Knowledge against National Curriculum using Evidence for Learning • Setting of National Curriculum for End of Term & Key Stage • Initial target setting with multi-disciplinary team • Setting of learning intentions	Upon entry various formal assessments may include: • Occupational therapy assessment and advice • Initial target setting with multi-disciplinary team • Baseline assessments against learning intentions using the CSD assessment tool • Setting of learning intentions • Vocational options identified • Functional Maths and English assessments • Identifying relevant AQA Unit Awards	Upon entry various formal assessments may include: • Occupational therapy assessment and advice • Initial target setting with multi-disciplinary team • Baseline assessments against learning intentions using the CSD assessment tool • Setting of learning intentions • Functional Maths and English assessments • Identifying relevant AQA Unit Awards	Upon entry various formal assessments may include: • Initial assessment checklist completed by teacher • Occupational therapy assessment and advice • Speech & Language assessment & advice • Initial target setting with multi-disciplinary team • Baseline assessments against learning intentions using the CSD assessment tool • Setting of learning intentions
Daily • Reviewing of progress in lessons against personalised session objectives through questioning and observing • Marking in line with this policy, photographing & videoing of work/outcomes, uploading to Evidence for Learning	Daily • Marking and feedback observations using the marking code • Photographing, videoing and observing interactions and work around outcomes, uploading to Evidence for Learning • Oral feedback to pupils	Daily • Marking and feedback observations using the marking code • Photographing, videoing and observing interactions and work around outcomes, uploading to Evidence for Learning • Oral feedback to pupils	Daily • Marking and feedback observations using the marking code • Photographing, videoing and observing interactions and work around outcomes, uploading to Evidence for Learning • Oral feedback to pupils

Oral feedback to pupils	Reviewing of progress in lessons against personalised session objectives through questioning and observing	Reviewing of progress in lessons against personalised session objectives through questioning and observing	
Termly - Reviewing & resetting of Learning Intentions - Accreditation through Open Awards Diploma, Award & Certificate units at Entry Level 1, 2 & 3 and Levels 1 and 2 - Update marking on Evidence for Learning as the pupils achieve targets - Update evidence on Evidence for Learning for met targets	Termly - Reviewing & resetting of learning intentions - CSD assessment tool updated Learning Intention meeting to review and re-set learning intentions - Accreditations - Update marking on Evidence for Learning as the pupils achieve targets	Termly - Reviewing & resetting of learning intentions - CSD assessment tool updated Learning Intention meeting to review and re-set learning intentions - Update marking on Evidence for Learning as the pupils achieve targets - AQA Unit Awards	Termly - Reviewing & resetting of learning intentions - CSD assessment tool updated - Learning Intention meeting to review and re-set learning intentions
End of each term - National Curriculum progress using Evidence for Learning - Target setting & recording of NC Levels - Summary of progress completed and linked with CSD assessment tool and NC - Term Report to young people, parents & Referring Authority - Governance reports and reflects on progress made by all pupils	End of each term - Progress judgement made utilising information from ongoing assessment - Summary of progress completed and linked with CSD assessment tool - Peer moderation considering judgements made Governance teacher reports and reflects on progress made by all pupils - Term Report to young people, parents & Referring Authority	End of each term - Progress judgement made utilising information from ongoing assessment - Summary of progress completed and linked with CSD assessment tool - Peer moderation considering judgements made Governance teacher reports and reflects on progress made by all pupils - Term Report to young people, parents & Referring Authority	End of each term - Progress judgement made utilising information from ongoing assessment - Summary of progress completed and linked with CSD assessment tool - Peer moderation considering judgements made - Governance teacher reports and reflects on progress made by all pupils - Term Report to young people, parents & Referring Authority

Annually • Statutory Annual Review Meetings • Accreditation through GSCE's, Entry Level and Functional Skills Qualifications & Open Awards Certificates and Diplomas	Annually • Statutory Annual Review Meetings • Accreditation through Entry Level and Functional Skills Qualifications (where applicable) & Open Awards Certificates and Diplomas	Annually • Statutory Annual Review Meetings	Annually • Statutory Annual Review Meetings
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Appendix 3:

Personalised Learning Assessment (Continuum of Skill Development)

Personalised learning intentions is different to most commonly used approaches to planning and assessment and utilises an assessment tool developed by The Dales School known as the Continuum of Skill Development (CSD).

At the broadest level Personalised learning intentions is made up of the five main areas of the EHCP and encourages and assesses progress at its smallest stages. Learning intentions are based around EHCP long term outcomes, and are developed by discussion and planning from a wide multi-disciplinary team surrounding the young person. The long term outcomes are fragmented to develop short term learning intentions that are set out using a SCRUFFY, as opposed to SMART target setting framework. A scaffolding approach is used for developing a curriculum to meet needs that centre around communication and interaction, cognition and learning, social emotional and mental health, sensory and physical and preparing for adulthood.

The Continuum of Skill Development (CSD) is used to assess progress against learning intentions. The CSD facilitates the recording of lateral progression and allows qualitative data to be represented both graphically and numerically. The CSD is composed of a set of descriptors and a numerical rating scale. Measurable data can be produced and represented graphically. This gives a clear and detailed view of progress and this is used in setting new learning intentions or adjusting existing ones.

The CSD assesses the development of four aspects of a skill on a four-point scale. The four aspects are: prompting, fluency, maintenance and generalisation:

- Prompting is about increasing independence.
- Fluency is about combining speed and accuracy.
- Maintenance is about becoming more consistent over time.
- Generalisation is about performing in different settings with different people.

Personalised learning intentions is a person-centred, needs-led approach rather than a subject-based content-driven approach. The overall design addresses some key issues relating to appropriate learning approaches for young people with severe and profound learning difficulties:

- It recognises and tracks lateral progression - the development of the *same* skill or set of skills over time rather than the acquisition of new skills. It shows progress as young people work towards the acquisition of a skill, gradually gaining competence, rather than simply checking off when a skill has been achieved.
- It recognises and tracks learning of skills that are not susceptible to task analysis (e.g. sharing attention to task, showing consideration for others, the refinement of motor skills such as hitting a switch or forming a Makaton sign). All of these things can be developed through the use of resources, experiences and responsive teaching strategies but not through the chunking and chaining of a target.
- It acknowledges the differing strengths and needs of individuals and recognises the fact that some may need to spend far more time than others in a given area of learning and that for some individuals certain skills may remain always inaccessible and therefore need to be bypassed or replaced.
- A learning intention is defined not by referring to the next unchecked item on a list but because it relates to an important, relevant and realistic skill for that individual learner at that time.
- It enables teachers to focus on those things that will have an impact on young people's lives. Personalisation involves stripping away the less important areas of learning and focusing on the more important ones. This is critical to making the best of what is limited time in school.

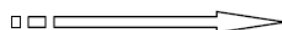
CONTINUUM OF SKILL DEVELOPMENT



<i>from</i> dependent		Prompting				<i>to</i> independent			
Learners complete tasks independently									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.		The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.		The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.			
1	2	3	4	5	6	7	8	9	10



<i>from</i> approximate		Fluency				<i>to</i> accurate			
Learners reach a level of mastery combining speed and accuracy.									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.		The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.		The skill is smooth, swift and accurate. No further refinement is needed.			
1	2	3	4	5	6	7	8	9	10



<i>from</i> inconsistent		Maintenance				<i>to</i> consistent			
Learners maintain competency over time through repetition. They remember how to do a task after a break.									
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.		The skill is reliably repeated but may need refreshing after a break.		The skill is consolidated and maintained over time. It is remembered after a break.			
1	2	3	4	5	6	7	8	9	10



<i>from</i> single context		Generalisation				<i>to</i> many contexts			
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.		The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.		Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.			
1	2	3	4	5	6	7	8	9	10